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ABSTRACT

Project BAIL-OUT was conceived as a means of designing and implementing a linkage/outreach model to meet needs of adult basic education (ABE) students in Armstrong and Indiana counties, Pennsylvania. Such an approach would lead to contact and cooperation between the ABE program and business, industry, and human service organizations in these largely rural areas. The cooperative effort with the ARIN (Armstrong-Indiana) Adult Learning Center would make available to eligible adults the means to secure training to become more employable, productive, and responsible citizens. Steps taken included (1) compilation of a list of businesses, industries, civic groups, and human service organizations; (2) formation of advisory group; (3) formulation of orientation package, (4) establishment of linkage/outreach agreements; and (6) implementation of a pilot on-site basic education classroom program. (Attachments, amounting to over one-half of the report, include materials from the orientation package, including course offerings, adult education from the employee's and employer's viewpoints, and copy of center newsletter; sample linkage agreement; and list of linkage/outreach contacts.) (YLB)

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# Project BAIL-OUT
(Business, Adults, Industry Linkage/Outreach)

Final Report

June 16, 1981

By
J. C. Young

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

## I. Introduction

Project BAIL-OUT (business, Adults, Industry Linkage/Outreach) was conceived as a means of designing and implementing a linkage/outreach approach that would lead to contact and cooperation between an adult education program and businesses, industries, and human service organizations in a given area. Anticipated benefits would include bringing more adults into the education process and expanding community interest and participation in that process.

Armstrong and Indiana counties, the areas served by the ARIN (Armstrong-Indiana) Adult Learning Center, are largely rural in character. However, preliminary 1980 census data for Indiana County indicate a population of 92,084, an increase of nearly thirteen thousand since the 1970 census. (Indiana County ranks second in the state in percentage growth of population.) The rate of population growth in Armstrong County was much smaller, with a gain of less than two thousand in the past ten years for a current total of 77,296.

Because of the rural character of the areas involved, efforts to reach potential students on an individual basis can be prohibitively time-consuming and costly. There are, however, groups through which many of these individuals can be reached and made aware of basic education opportunities. Building relationships with these groups can have benefits both in terms of numbers (reaching x number of groups means reaching more people than does reaching x number of individuals) and in terms of continuity.

Within a given area there exists a wide spectrum of groups through which many segments of the population may be reached. Newcomers to the community may, for example, respond to literature offered by the Welcome

Wagon (Attachment K). Low-income rural residents may receive information about adult education opportunities from Community Action Program workers visiting in their homes. Employees in a manufacturing facility may hear about reading classes from a plant superintendent concerned about job performance. All these situations are, in fact, real-life ones; they are all within the recent experience of ARIN Adult Learning Center and are outgrowths of Project BAIL-OUT.

## II. Objectives

The overall goal of this project was to develop, implement, and document a linkage/outreach model with business, industry, and human service organizations to assist in meeting the needs of ABE students in Armstrong and Indiana counties.

Objective 1: A linkage/outreach model was to be developed for use in rural areas.

Objective 2: A communication network was to be developed among business, industry, and human service organizations and the ARIN Adult Learning Center. This network was to be used in developing the linkage/outreach model.

Objective 3: Training classes were to be available to the special target population via classes conducted at outreach sites.

Objective 4: Public awareness of ABE opportunities and the ARIN Adult Learning Center was to be increased by use of the linkage/outreach model.

## III. Procedures

Businesses, industries, and human service organizations in Armstrong

and Indiana counties were invited to join in a linkage/outreach relationship with ARIN Adult Learning Center. The goal of this relationship was to make available to eligible adults the means to secure training that would enable them to become more employable, productive, and responsible citizens.

Creating the opportunity for this type of linkage/outreach arrangement required a certain amount of detailed groundwork. Steps taken included:

1. Compilation of a twenty-page list of businesses, industries, civic groups, and human service organizations.
2. Formation of an advisory group (Attachment A) that consisted of key individuals from businesses, industries, civic groups, and human service organizations.
3. Formulation of an orientation package that would introduce the Adult Learning Center and the concept of linkage/outreach.
4. Establishment of linkage/outreach contacts with businesses, industries, civic groups, and human service organizations.
5. Development of linkage/outreach agreements with participating organizations.
6. Implementation of a pilot on-site basic education program.

Step 1: Compiling a List

Because it was first necessary to identify the businesses and organizations to be contacted, a twenty-page list of businesses, industries, civic groups, and human service organizations was compiled. A number of other such lists were drawn on, and cooperation was received from the local agency of the United Way. The result was one of the most complete compilations of its kind for the area served by the ARIN Adult Learning Center.

The list's existence also made possible the correction and updating of the Learning Center's mailing list, which is used for the bimonthly newsletter as well as for other communications.

Step 2: Forming an Advisory Committee

The advisory group for Project BAIL-OUT (Attachment A) consisted of key individuals from businesses, industries, civic groups, and human service organizations. Information about Project BAIL-OUT and about the Learning Center in general was supplied to all group members prior to a meeting held at the Adult Learning Center on October 30, 1980.

In addition to meeting formally, group members were also consulted frequently on an individual basis. To varying degrees, they provided a good deal of concrete assistance in attaining the project goals. This assistance included supplying the names of contact persons; identifying businesses or industries that might be especially appropriate for establishment of a linkage/outreach relationship; and making introductions to key individuals.

Step 3: Formulating an Orientation Package

Because the concept of linkage/outreach--or even the concept of adult basic education--might be foreign to some of the people whose attention was being sought, a body of written material was produced that could assist in the orientation process. Loose-leaf sheets presenting several different ideas were collected in a folder. In this way, components of the package could be added or subtracted to meet the varying demands of given situations.

All the material was Xeroxed rather than printed. This was done not only to save money, but because it was seen as the best way to keep the material current and factual.

All the material was reproduced on either beige or orange stock. The Adult Learning Center's colors are orange and brown, and it was felt that the orange folder and distinctively colored paper would serve as additional advertisement for the Learning Center.

On the front of the orange Duo-Tang folder was pasted a business card from the Adult Learning Center (Attachment B). Inside were some or all of the following: "education for adults" (Attachment C); "Current Course Offerings" (Attachment D); "Clerical Courses Prepare Students for Office Careers" (Attachment E); "Adult Education: An Employer's View" (Attachment G); "Adult Education: The Employee's View" (Attachment F); a bright yellow ARIN Adult Learning Center poster (Attachment H); and the most recent issue of the bimonthly Center News (Attachment I).

In addition to their use in Project BAIL-OUT, for which they were developed, the orientation materials also proved of value as general information devices. They were used in displays or mailed to the public in response to requests for program information. They were also used by linkage/outreach contacts to give information to their clients or constituents.

Step 4: Establishing Linkage/Outreach Contacts

The process of making linkage/outreach contacts began with identifying the business, agency, etc., to be contacted and obtaining the name of a contact person there. The list described in Step 1. was the key to determining what calls would be made. Contact persons were identified through consultation with members of the Advisory Committee or with other third-party sources.

The next task was to make an appointment with the contact person (or, in some cases, with a designee of that person). In general, appointments were made from three to five days in advance of a visit.

At the appointed time, the Learning Center's publicity coordinator met with the contact person at the designated business or agency. Contents of the orientation packet were displayed and discussed as a general introduction to adult basic education in general and the ARIN Adult Learning Center in particular.

Ways in which the Learning Center's services might be of value to the company or agency were discussed. In many cases, the business or agency requested additional material that could be shared directly with their employees or clients. In virtually every case, it was agreed that the bright yellow Learning Center poster would be displayed for employees or clients; many of the course offering lists were also posted.

Calls on companies and agencies ranged in duration from about twenty minutes to an hour or more. Some people were simply more interested in adult basic education than were others. In every instance in which a call was made, however, the response was cordial and intelligent interest was shown. In only two instances, personal interviews were refused. When this happened, the publicity coordinator mailed the orientation package to the business, along with a covering letter that offered additional information or assistance upon request.

After the interview, a Call Report (Attachment J) was completed. The Call Reports were for the exclusive use of the publicity coordinator: they helped her remember the details of interviews and what types of requests had been made by persons upon whom calls were paid. They also served as valuable reminders for follow-ups or further contacts with specific businesses or agencies.

As soon as possible after an interview, the publicity coordinator wrote a letter to the person upon whom the call was made, expressing

thanks for the person's time and interest and offering additional information or assistance in the future. Also at this time, the person's name and business address were added to the Learning Center's newsletter mailing list. This would assure that he or she would receive up-to-date information about the Center on a bimonthly basis.

Step 5: Developing Linkage/Outreach Agreements

In most cases, the linkage/outreach agreements were informal and were expressed verbally at the time of the personal interview. These agreements usually included displaying materials; sharing information with employees or clients; and encouraging employees or clients to participate in classes at the Learning Center or at one of its thirteen outreach locations. For its part, the Learning Center generally agreed to furnish information to the business or agency; to counsel employees or clients in need of basic education opportunities; and to make available the desired instruction in a classroom setting. The points of agreement were usually restated in the follow-up letter sent by the publicity coordinator to the business or agency.

In instances where classroom programs were undertaken in cooperation with a business or industry, formal linkage/outreach agreements were drawn up. (A sample is shown in Attachment L). These agreements helped to clarify the role of each party and were also to some extent useful as evaluative instruments.

Step 6: Implementing a Pilot On-Site Classroom Program

In December, 1980, the publicity coordinator met with two executives at Indiana Analytical Laboratories, which is located six miles west of Indiana, near the Armstrong County line. The company offers analytical

and consulting services to individuals, industry, consulting organizations, federal and state governments, and municipalities. Among its services are the chemical, physical, and biological analysis of coal, water, and soil. Much of the company's business is directly tied to the coal industry. (Indiana County is near the top among Pennsylvania counties in bituminous coal production.)

Discussion at the December interview centered on how the Learning Center's program could benefit individual employees at the Laboratories. It was decided that certain individuals would be referred to the Learning Center for help with reading and other basic skills. (This was subsequently accomplished.) During the discussion, it became clear that all, or nearly all, of the Laboratories' employees could benefit from a review of basic math skills.

In January, the Learning Center's director and publicity coordinator met with Laboratories' executives to work out details of the on-site classroom program. Because of a period of coal stockpiling prior to the projected late March strike of the United Mine Workers, the Laboratories' workload was expected to be heavy until the beginning of April. Classes were tentatively scheduled to start at that time.

Once the coal strike was underway, however, the Laboratories found it necessary to lay off a number of employees because of the decreased workload (Attachment M).

Finally, on May 7, the on-site classroom program in basic math skills was begun. Classes for the day shift met Friday mornings from 9:30 to 11. Second-shift workers attended classes from 4:30 to 6 on Thursday afternoons. The classes were due to run for eight weeks and to be completed at the end of June.

IV. Evaluation

Project BAIL-OUT developed a linkage/outreach model for use in the Armstrong-Indiana County area served by the ARIN Adult Learning Center. Attachment O lists the businesses, industries, agencies, and organizations on which the linkage/outreach model was tested.

Personal contact formed the basis of every linkage/outreach contact. Even though an orientation package was provided in every instance, it was necessary for a person to be present to enlarge upon the information in the package. In effect, the human presence "actuated" the orientation package's material.

Reciprocity was found to be an important feature of the linkage/outreach model. Other groups were viewed not only in terms of "what you can do for us," but they were also considered in light of "what we can do for you."

For example, the relationship between the Learning Center and the Prevention Unit of the Armstrong-Indiana Drug and Alcohol Commission was mutually beneficial: a workshop for parents of teen and pre-teens was taught at the Learning Center by personnel of the Prevention Unit. Publicity was coordinated by the Learning Center's publicity coordinator; course materials were furnished by the Prevention Unit. The entire arrangement was spelled out in a linkage agreement similar to the sample shown in Attachment L. Another example of reciprocity is reflected in Attachment N.

In building a communication network, the Learning Center's newsletter and mailing list proved invaluable. Although these were not actual parts of Project BAIL-OUT, they are important tools for any basic education program concerned with linkage/outreach.

The development of the Indiana Analytical Laboratories pilot classroom program is viewed as a positive sign of the linkage/outreach model's effectiveness. In addition to the Laboratories, a number of other businesses and industries expressed interest in on-site classroom programs. Expectations were raised that such programs might be possible in the future. Unfortunately, the current funding outlook does not make development of such programs likely.

Although Project BAIL-OUT was aimed specifically at groups, it was anticipated that the project would also increase public awareness of adult basic education opportunities. This has occurred through a number of linkage/outreach efforts. Examples include the following:

--An information display at "Drugs, Discipline, Direction: A Community Information Seminar" sponsored by the Indiana Area Education Association in cooperation with the Indiana School District.

--A month-long exhibit at the Wayne Avenue, Indiana, McDonald's. Along with the exhibit went newspaper advertising (Attachment P) and radio spots, all paid for by McDonald's.

--Information sessions for various groups, including the Indiana County Central Labor Council, Indiana Sportswear Company employees, and Indiana Kiwanis Club (Attachment Q).

## V. Other Conclusions and Recommendations

In addition to the factors of personal contact and reciprocity already considered, the importance of time in linkage/outreach efforts should be emphasized. Each step of the linkage/outreach process is time-consuming. Unless adequate time is allotted and adequate attention

paid to each step, more harm than good could result.

The ultimate goal of the linkage/outreach model is to make lasting friends for adult basic education. The same rules that govern personal friendships apply here.

The building of linkage relationships, especially those with the private sector, may have long-term implications. Eventually the door may be opened for increased community-based support, both philosophical and financial, of adult basic education.

Project BAIL-OUT Advisory Committee

Patricia Dragani
Rehabilitation Program Director
Indiana County Workshop

Karen R. Greene
Fisher Scientific Company
President, International Management Club

Paula Martini
Youth Coordinator
Tri-County Manpower Administration

Patric Parris
Job Placement Specialist
Indiana County Workshop

Robert W. Stein
Director, Programs for Business, Industry, and Labor
Indiana University of Pennsylvania
Associate Director
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**ARIN Adult Learning Center**

120 NORTH 5TH STREET
INDIANA, PENNSYLVANIA 15701
(412) 463-8578

J. C. YOUNG, DIRECTOR
SUSAN K. ALLAN, COUNSELOR
KAREN P. GRESH, PUBLICITY COORDINATOR

# education for adults

Established in March, 1978, the ARIN Adult Learning Center has served more than two thousand students in its short lifetime. Classes have been conducted not only at the center itself but at numerous locations throughout Indiana and Armstrong counties.

Last year, 149 students successfully completed General Education (GED) courses conducted by the center. These graduates compose the third largest secondary school graduating class in the two-county area. Center graduates have ranged in age from eighteen to sixty-two.

Although it teaches many of the same skills as other schools, the Adult Learning Center is special because its students are adults. This means they accept responsibility for their own education.

The Adult Learning Center offers many opportunities. Adult Basic Education (ABE), the cornerstone of adult learning, provides help with reading, writing, and math skills. The General Education Development (GED) course enables adults to prepare for the high school equivalency test and to earn secondary school diplomas.

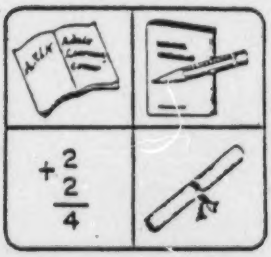
Clerical trainee classes are offered at the center, as are short-term courses in such areas as job readiness and school bus driving. From time to time, "mini-courses" in parenting, home maintenance, and other areas are also scheduled.

The center is part of the Armstrong-Indiana (ARIN) Intermediate Unit, one of twenty-nine service components of the Pennsylvania Department of Education. J. C. Young has been director of the center since January, 1979. Other administrative staff members include Susan K. Allan, counselor; Karen P. Gresh, publicity coordinator; and Sherree C. Wilson, secretary. In conjunction with IUP's student intern program, a public relations intern is also assigned to the center.

Outreach locations at which classes are conducted include Apollo-Ridge High School, Blairsville Junior High, Freeport Junior High, Rayne Township (Marion Center Area), Saltsburg High, and United High. On-site classes are also held at Eastern Orthodox Foundation, Indiana County Community Action Program, Indiana County Jail, and Indiana County Workshop.

ATTACHMENT D

# ARIN ADULT LEARNING CENTER



220 North Fifth Street, Indiana, Pennsylvania 15701

Phone 412-463-8578

CURRENT COURSE OFFERINGS

The ARIN Adult Learning Center currently offers adult education, clerical trainee, job readiness, school bus driver training, and evening classes.

Adult education classes include the following:

- ADULT BASIC EDUCATION (ABE) offers help in math, reading, and writing skills to the student who has had little formal education.
- GENERAL EDUCATION DEVELOPMENT (GED) prepares students to take the high school equivalency test to earn their secondary school diplomas.
- ENGLISH AS A SECOND LANGUAGE (ESL) helps foreign-born persons improve their speaking, reading, and writing skills.
- READING provides beginning readers with individual or small-group instruction designed to increase their reading and vocabulary skills.

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Clerical trainee courses are in session Monday through Friday, six hours a day, for 16 weeks. CETA-eligible students receive first priority for enrollment.

- CLERK-TYPIST includes typing, communication skills, office procedures, shorthand, and accounting skills.
- GENERAL OFFICE CLERK consists of typing, business math, business English, office procedures, and business machines.
- RECORDS MANAGEMENT comprises typing, communication skills, office procedures, business machines, and record keeping.

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Evening classes meet every Monday and Wednesday or Tuesday and Thursday from 7 to 10 p.m. The 12-week sessions include:

- TYPING serves the individualized needs of beginning to advanced typists.
- ABC SHORTHAND presents a simplified system of shorthand.
- ACCOUNTING consists of basic accounting principles.

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Additional classes offered are:

- JOB READINESS meets every Friday for eight weeks to prepare CETA-eligible persons for jobs.
- SCHOOL BUS DRIVER TRAINING provides classroom instruction and is scheduled as needed.

Serving Adult Education in Armstrong-Indiana Counties

# CLERICAL COURSES PREPARE STUDENTS FOR OFFICE CAREERS

Six hours a day, five days a week, the ARIN Adult Learning Center offers clerical trainee courses for persons eligible under guidelines established by CETA (Comprehensive Employment and Training Act). The courses are conducted with the cooperation of the Tri-County Manpower Administration.

Three sixteen-week curriculums compose the clerical trainee program. The General Office Clerk curriculum includes typing (beginning and advanced), business English, business math, business machines, and office procedures (filing, decision making, etc.). Students successfully completing this curriculum should be able to type forty words per minute.

In the Clerk-Stenographer curriculum, the following are studied: typing, communication skills (grammar, spelling, writing, telephone technique, etc.), office procedures, shorthand, and accounting. Successful completion of this curriculum means that students should be able to type at least forty-five words per minute and attain a shorthand speed of sixty words per minute.

The most advanced curriculum, Records Management, includes typing, communication skills, office procedures, business machines, and record keeping (accounting, computer technique, unit recording equipment, and systems underlying record-keeping procedures). Those successfully completing the Records Management curriculum should be able to type forty-five words per minute and utilize the Burroughs B-80 computer for payroll, accounts receivable, accounts payable, and general leager work.

Graduates of the clerical trainee courses have received not only skills training but have also been instructed in proper dress, punctuality, and other aspects of on-the-job performance. It is hoped that potential employers will take these considerations into account when making hiring decisions.

**ARIN Adult Learning Center**

# ADULT EDUCATION: THE EMPLOYEE'S VIEW

by
Linda Malesic
Master Teacher
M & M/Mars-Elizabethtown Adult Education Class

Most adult students are very apprehensive about entering a new learning situation--especially a class conducted at their place of employment. Normally there could be a great deal of pressure exerted both by their employer and their peer group. What would be expected of them? Would the work be too difficult? Could they learn the materials? Would there be ridicule from fellow employees?

The students who were to begin the M & M/Mars math class had apprehensions, but their fears would quickly be replaced by self-confidence both in themselves and in their newly found math skills and by a deep sense of personal satisfaction. Math student Elva Prosser states, "This course has revitalized a distant memory of math which I had all but forgotten." The students are the most vocal recruiters for the class. Elva's daughter, also employed by M & M/Mars, has enrolled in the second math class. Says Rene Boyer, "If I have learned one thing it is that you can forget, but you need not be afraid to keep trying."

Math is an integral part of each student's occupation. "My job is a general helper in an area of the plant called the 'Bar Line,'" says Steven Minnich. "This is an area in which candy bars are made. Each hour we must take weights, temperatures, densities, and percentages of individual and groups of candy bars. I enrolled in the math course to review basic math and also to learn thoroughly intermediate and advanced math."

M & M/Mars has encouraged their employees to learn at all levels. Through individual math assessment, an individualized math course was established. Thus, each student would be able to work at his or her own math level and be able to progress at his or her own pace. Linda Sarver comments, "I like working at my own rate of speed." On the same point, Steven Minnich says, "My teacher works the problems out with me individually, and I like that." And so, the M & M/Mars math program is a personalized program that is tailor-made to fit the individual as contrasted to the more traditional program which forces the individual to fit into a set mold.

For some of the students it has been many years since their school days. "You're never too old to learn--look at me!" says Helen Smith, aged sixty, who has eight children, seven grandchildren, and one great-grandchild. "My children think it's great that I'm going to school. At first I didn't think I could learn, but I am very happy to report that I learned more in this math class than I ever learned in school. It is a challenge."

The following story was written by Sara Jane Lindemuth, an employee of M & M/Mars-Elizabethtown:

*April 28, 1939--my thirteenth birthday--was the last day of school for the year and the last day of school ever for me. I finished the eighth grade in a one-room school--a farm girl with no means of transportation to high school.*

*So why would a fifty-three-year-old woman attend a math class forty years later? I have a good job. I did not have a problem doing my job without the math class, but things are always changing, and I hope I change too. The one-room school is closed--the building is now a Trading Post.*

*I have been working on the same job for ten years, and there have been a lot of changes. We are responsible for the chocolate on the candy bars. At one time someone else would tell us what our percentage of chocolate coverage was. They would weigh the bars before they were coated and after they were coated with chocolate. With a "chart" they could find the "numbers" and know from the "chart" the percentages. Now we have a computer to help us. If it isn't working, take the finished weight, subtract the center weight, then divide by the finished weight and that sum is the percentage of weight that is chocolate. If you don't understand your math, Boy! Is it hard to remember! We work with temperature and weights. We are changing to metric. I do have to think!*

*Taking the math class has helped me understand the math I use now and has made me feel better about myself. It's been a long time since that one-room school, but that math I learned there is still somewhere in the back of my mind. But when we do not use something, it gets dull and dusty and needs to be polished to make us feel we have something we can use.*

*I feel the class gave me good material to work with, and I liked not being pushed...I hope that I will be able to pick up the classes again. High school! College! Why not?*

Why not, indeed! Adult Basic Education has done its job. It has opened the window and challenged the individual to "be all she can be." Adult education has pointed the way. The future is up to her.

# ADULT BASIC EDUCATION: AN EMPLOYER'S VIEW

by
James C. Harding
Personnel Director
M & M/Mars
Elizabethtown, Pennsylvania

*(M & M/Mars-Elizabethtown has been supportive of adult education efforts in Lancaster County for seven years. Employees whose lack of basic reading skills hampered their job performance and potential advancement have been referred to local Adult Basic Education (ABE) programs by the personnel department as a matter of course. Information about General Educational Development (GED) classes operating in the area has been circulated to employees yearly. Intermediate Unit 13's adult education program has always provided feedback to the industry concerning the progress of its employees enrolled in ABE/GED classes.*

*This informal interaction between local industry and education and the quality results provided by it formed the basis for the formal cooperative contractual agreement established between M & M/Mars and I.U. 13 in 1979. Under this agreement, two 100-hour secondary-level math courses were taught in-plant. James C. Harding, personnel director of M & M/Mars-Elizabethtown, details the value of an industry/education linkage as viewed by the employer.)*

We established the M & M/Mars program in conjunction with Intermediate Unit 13 and intend to expand this effort in adult education. Historically we have willingly expended resources to help our associates (employees) reach their full potential. The balance we strike as an enlightened business is simple: the associate supplies the motivation; we provide the opportunity. We have as a company determined it is in the mutual interest of all who are affected by our business to take an activist role in promoting in-house adult basic education.

By now, the cynical reader is saying, "Ah ha! What's in it for the company?" The answer to that is: probably more than what's in it for an individual. In order to understand our motivation one must clearly understand that we found Adult Basic Education to be an answer to a multi-faceted business opportunity. Our work stations were being radically altered by the appearance of modular controls, digital read-outs, CRTs (Cathode Ray Tubes), programmable controllers, and a host of other technological innovations. During the equipment debugging phase of all new installations, we began training operators in the use of these new systems. The one common characteristic of this new equipment was that the operator would have to be comfortable making mathematical calculations. One wrong factor, or a percentage calculation that was incorrect, would set in motion an unforgiving programmed sequence of activities that turned pumps on, commenced blending tanks of ingredients, opened valves, closed valves, and on and on.

The programmed process was designed to eliminate the need for manually activating or adjusting a particular production phase. Each operator assumed a burden for accurate computation of process variables. We soon found the consequence of an error with a highly automated system was extremely expensive in possible ingredient losses. In addition, operators became extremely frustrated and developed a feeling of helplessness as "the computer took over."

The problem was investigated by production management, and it was determined that our operators lacked sufficient math skills to cope with the equipment. The remedy to this problem was satisfied when I.U. 13 came in for a discussion on mathematics skills for adults. We found there was little relationship between an operator's previous level of formal education and his or her retained mathematical skills. We jointly agreed on course content and timetables. The course material included the following:

| Basic | Advanced | |
|---|---|---|
| | Algebra | Geometry |
| Whole numbers | Integers | Angles |
| Fractions | Number sentences | Triangles |
| Decimals | Equations | Plane figures |
| Percents | Monomials | Solid figures |
| Measurements | Polynomials | |
| Metric system | Factoring | |

At the start of the course, all twenty-five operators who enrolled in the math course were given the Adult Basic Education Test to determine a base line in mathematical skills. The class average was 50 percent. A recent retest showed an average score of over 91 percent with seven weeks left to go in the program. At first operators were apprehensive with the program but in a short time they showed remarkable enthusiasm for the learning process and were far more comfortable performing the calculations required by their jobs.

Another unforecasted benefit of the math course was that the operators' reading skills began improving because of the programmed instruction methods used to teach the math courses. Each student works alone, completing problems on his or her own initiative with individual coaching from the instructor. There is a no-nonsense atmosphere in these classes because each student has chosen to be there. There is no immediate economic incentive to attend classes, and classes are held before and after their regular shifts. The enrollment of the first group was limited to one critical production area. All future classes will be available on a plant-wide basis with class size the only limiting factor.

Some years ago the ability to use testing as a method of effectively screening candidates for jobs went out the window. For several years thereafter, management groups struggled to fund a substitute, and most attempts met with only limited success. Our experience as outlined above and from other operating areas has convinced us that:

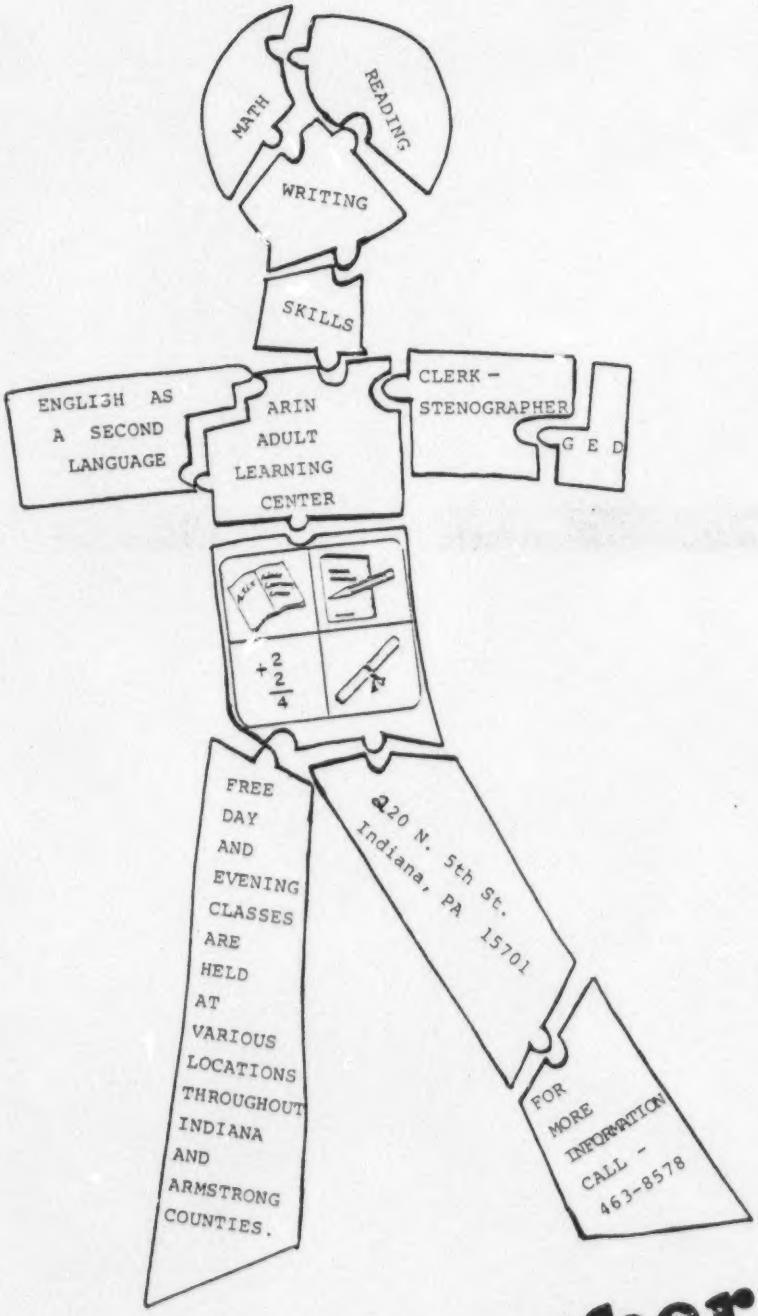
1. Specific training needs must be satisfied within the business if the business is to survive.

2. Training opportunities must be available to all who desire them for advancement.

3. Jobs must be designed and qualifications identified that encompass and require the use of their specific training experiences.

Each learning opportunity presented must clearly identify the actions any associate needs for advancement and the personal commitment that must be made if he or she seeks to have the skills necessary to meet future technical innovations and compete in a world that places a premium on merit and job performance and far less emphasis on longevity. One of the students in our first math class summed up the feeling of all of the participants involved by saying, "I now feel good about myself. I'm confident and I know it."

ATTACHMENT H


MATH
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SKILLS
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FREE DAY AND EVENING CLASSES ARE HELD AT VARIOUS LOCATIONS THROUGHOUT INDIANA AND ARMSTRONG COUNTIES.
220 N. 5th St. Indiana, PA 15701
FOR MORE INFORMATION CALL - 463-8578

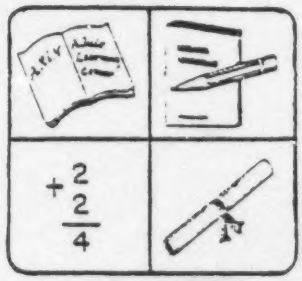
# Get It Together -- Be All You Can Be

ARIN ADULT LEARNING CENTER

463-8578

The ARIN Adult Learning

# Center News




463-8578

Vol. III, No. 5 Indiana, PA June, 1981

## MAY GED TEST PRODUCES FIFTEEN ADULT LEARNING CENTER GRADUATES

On the GED test that was given in Indiana on May 9, fifteen Adult Learning Center students achieved passing scores.

Ruth Bash is a new graduate from the Apollo class. Bea Campbell and Rose Pellegrino were successful test-takers from the Blairsville class. The United class was represented among the graduates by Delores Costello and Carl Trabert.

Those from the Indiana morning class who passed the test were Sandi Bork, Ethel Clark, Charles Davies, Carol Schrecengost, and Paul Sensabaugh.

Achieving passing scores from the Indiana evening class were Marjorie Brown, Cheryl Helman, Dale Ann Hine, Virginia Lyons, and Marcie Lynn Taylor.

Congratulations to all these graduates!

## CLERICAL GRADUATES ARE RECOGNIZED IN JUNE BANQUET AWARDS CEREMONY

Twenty-three graduates of the Adult Learning Center's clerical trainee classes were awarded certificates during the Third Annual Spring Banquet June 4 at the Indiana Holiday Inn.

Clerk-Typists receiving certificates were Sylvia J. Clark, Doris Cochran, and Agrid F. Washington.

Graduates in the Clerk-Stenographer curriculum include Linda Bennett, Debbie Hair, Lois A. Hoffman, Gail Jordan, Kathryn J. McGee, Sandra McGhen, Deborah Miller, Andrea Richko, Darla A. Shaffer, and Mary Ann Sharp.

Those completing the Records Management curriculum were Connie L. Buck, Sherri Cameron, Betty L. Carley, Jody L. Deditch, Prudence A. Dougherty, Karen R. Frain, Judy M. Henry, and Carol A. Zanick.

Part-time students honored were Helen M. Buzi, who was enrolled in Records Management, and Patricia A. Nanni, a clerical student.

**INSIDE: GED test information, page 3**
**Road-e-o results, page 2**

## FIRST ARIN SCHOOL BUS ROAD-E-O IS HELD BY TRANSPORTATION GROUP

Walter Learn, a Purchase Line School District bus driver with 18 years' experience, was top scorer in the School Bus Road-e-o sponsored May 16 by the ARIN Intermediate Unit. The event was open to school bus drivers from all districts in Armstrong and Indiana counties.

Learn and five other high scorers will be eligible for competition in the Fifth Annual State School Bus Road-e-o at Penn State June 19 and 20.

The local event, held at the Indiana County Vocational-Technical School, Hamill Road, Indiana, involved driving skills competition as well as a written examination. Also included was judging on personal appearance, general attitude, and performance in an interview.

Other prize winners, in order of their finish, are listed with the school district in which they drive: Dorothy Henry, Armstrong; Suzanne Barto, Purchase Line; Patricia Brown, Armstrong; Doris Wells, Marion Center; and Kirk Schaible, Indiana.

Also, Janet Cramer, Marion Center; Connie Whiteman, Indiana; Joyce Toman, Blairsville; Donald Meyers, Armstrong; and Carol Wadding, Marion Center.

Also, Veronica Shoaf, Blairsville; Patricia Henry, Blairsville; Karen Prugh, Armstrong; John Speer, Armstrong; and Theresa Meyers, Armstrong.

Planning for the local road-e-o was provided by the ARIN Pupil Transportation Association, which hopes to make the event an annual one.

Prizes awarded to winners were donated by the following businesses: A and G Auto Parts, Elderton; AFS Truck and Industrial Supplies, Pittsburgh; Auto Mart, Kittanning; Auto Parts, Inc., Blairsville; Barker Battery, Kittanning; Bluebird of Pittsburgh; Circle Market, Kittanning; Lezzer Cash and Carry, Inc., Indiana; Dorothy Marshall, Blairsville; Penn Parts Company, Indiana; Rupp's Service Station, Kittanning; and Walker Auto Parts, Inc., Kittanning.

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## CAMBRIA-ROWE REPRESENTATIVE MAKES PRESENTATION TO CLERICAL STUDENTS

On May 12, Bill Coward from the Cambria-Rowe Business College in Johnstown visited the Adult Learning Center. He presented an overview of the various curricula of his school to the daytime clerical students.

Of special interest to the Clerk-Stenographers' classes was the information on medical or legal secretaries' training, a two-year program which costs approximately five thousand dollars. Financial aid for this and other courses of study may be obtained through grants or loans.

If enough local students were to show interest in attending Cambria-Rowe, daily transportation might possibly be arranged between Indiana and Johnstown. Anyone desiring additional information should contact Mr. Coward, who said he would be glad to help with choosing classes and applying for financial aid.

Lois Hoffman
Linda Bennett

ABOUT OUR STUDENTS AND ALUMNI...

Connie Brown and David Oswalt were married recently.

Linda Mardis became Linda Bennett in early April.

Congratulations to Mary Ann Kier, whose daughter, Angeline Marie, was born April 26. The baby weighed seven pounds, three ounces, and was nineteen and a half inches long at birth.

New jobs were recently found by the following: Sherri Cameron, Betty Carley, Prudence Dougherty, Lynn Feddar, Sharon Garland, Brenda Hilty, Luella Lecuyer, Debra Speedy, Susan Thomas, and Wanda Wilson.

*(That was the list at Xerox time. Even more students and alumni may by now have been successful in their job hunting. Prospective employers are urged to contact the Adult Learning Center if they have openings for trained personnel.)*

FIVE MORE GRADUATES JOIN LIST OF THOSE SUCCESSFUL ON GED TESTS

In addition to the seven March graduates reported in the April newsletter, three other Adult Learning Center students were successful in passing the GED test that month.

They are Kathleen Brewer from the Indiana class, Gertrude Corridoni from the Saltsburg class, and John Meloy from the Blairsville class.

Two other Adult Learning Center students have also passed the GED test, but their names were not reported in earlier newsletter issues.

They are Patricia Offredi from the Apollo-Ridge class and Verleen Trefelner from the Freeport class.

Congratulations to all these graduates!

AN EVENING OF BOWLING PROVIDES FUN AND LEARNING FOR ESL CLASS

On May 5, the Indiana ESL class went bowling. For many of the students, this was their first experience with the sport.

High scorer for the evening was Marianne Piontek, with a score of 105.

According to teacher Betty Selkirk, a good time was had by all.

JUNE GED EXAM IS RESCHEDULED; NEXT TEST DATE WILL BE IN AUGUST

The GED test date for June has been changed from Saturday, June 13, to Monday, June 15 (when the first part of the test will be administered), and Tuesday, June 16 (when the second part will be given). Testing will begin at 6 p.m. on each of the two nights.

After June, the next GED test date in Indiana will be sometime in August. Exact information may be obtained by calling the Adult Learning Center in late July.

The test center is located in Room 107, Indiana Junior High School, 245 North Fifth Street. Test center director is Timothy R. Petro.

Those taking the test should bring with them the following items:

1. A registration form and release form (available from your teacher or counselor)
2. Testing fee ($2 per subtest or $10 for the entire exam)
3. Identification (driver's license, social security card, etc.)
4. Pencils

Scores will be telephoned to test-takers approximately a week after the test. GOOD LUCK!

# Calendar of Events

JUNE:

15-16 GED test, 6 p.m., Indiana Junior High School, Room 107

19-20 Fifth Annual State School Bus Road-e-o, Pennsylvania State University, University Park

JULY:

3 Adult Learning Center is closed; no classes are held.

6 New 12-week cycle of evening clerical classes begins. Offered are Typing, ABC Shorthand, and Accounting. For enrollment information, call 463-8578.

CENTER STUDENTS EXTINGUISH FIRES DURING EQUIPMENT DEMONSTRATION

On May 14, Ron Garshnik of Indiana Fire Equipment Company came to the Adult Learning Center to give a talk and to demonstrate the use of fire extinguishers.

Mr. Garshnik showed a film entitled "Fire Extinguishers the Right Way." He explained different types of fires and described the proper way to extinguish each of them.

During the demonstration in the center's parking lot, each student was given a chance to put out a fire with an extinguisher.

Sandy McGhen
Patty Nanni

arin Adult Learning Center
220 North Fifth Street
Indiana, PA 15701

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ATTACHMENT J

# PROJECT BAIL-OUT

## CALL REPORT

Name of business, organization, agency, etc., to which call was made:

_____

_____

Date of call: _____

Names and titles of persons contacted: _____

_____

_____

Comments: _____

_____

_____

_____

_____

_____

_____

Follow-up: _____

_____

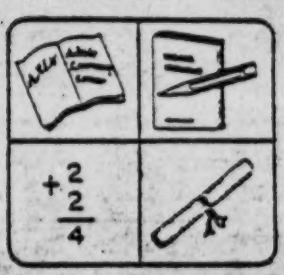
_____

_____

Date of follow-up: _____

THROUGH THE COURTESY OF WELCOME WAGON

# ARIN ADULT LEARNING CENTER



120 North Fifth Street, Indiana, Pennsylvania 15701

Phone 412-463-8578

## CURRENT COURSE OFFERINGS

The ARIN Adult Learning Center currently offers adult education, clerical trainee, job readiness, school bus driver training, and evening classes.

Adult education classes include the following:

- ADULT BASIC EDUCATION (ABE) offers help in math, reading, and writing skills to the student who has had little formal education.
- GENERAL EDUCATION DEVELOPMENT (GED) prepares students to take the high school equivalency test to earn their secondary school diplomas.
- ENGLISH AS A SECOND LANGUAGE (ESL) helps foreign-born persons improve their speaking, reading, and writing skills.
- READING provides beginning readers with individual or small-group instruction designed to increase their reading and vocabulary skills.

---

Clerical trainee courses are in session Monday through Friday, six hours a day, for 16 weeks. CETA-eligible students receive first priority for enrollment.

- CLERK-TYPIST includes typing, communication skills, office procedures, shorthand, and accounting skills.
- GENERAL OFFICE CLERK consists of typing, business math, business English, office procedures, and business machines.
- RECORDS MANAGEMENT comprises typing, communication skills, office procedures, business machines, and record keeping.

---

Evening classes meet every Monday and Wednesday or Tuesday and Thursday from 7 to 10 p.m. The 12-week sessions include:

- TYPING serves the individualized needs of beginning to advanced typists.
- ABC SHORTHAND presents a simplified system of shorthand.
- ACCOUNTING consists of basic accounting principles.

---

Additional classes offered are:

- JOB READINESS meets every Friday for eight weeks to prepare CETA-eligible persons for jobs.
- SCHOOL BUS DRIVER TRAINING provides classroom instruction and is scheduled as needed.

# EDUCATION FOR ADULTS

Established in March, 1978, the ARIN Adult Learning Center has served more than two thousand students in its short lifetime. Classes have been conducted not only at the center itself but at numerous locations throughout Indiana and Armstrong counties.

Last year, 149 students successfully completed General Education (GED) courses conducted by the center. These graduates compose the third largest secondary school graduating class in the two-county area. Center graduates have ranged in age from eighteen to sixty-two.

Although it teaches many of the same skills as other schools, the Adult Learning Center is special because its students are adults. This means they accept responsibility for their own education.

The Adult Learning Center offers many opportunities. Adult Basic Education (ABE), the cornerstone of adult learning, provides help with reading, writing, and math skills. The General Education Development (GED) course enables adults to prepare for the high school equivalency test and to earn secondary school diplomas.

Clerical trainee classes are offered at the center, as are short-term courses in such areas as job readiness and school bus driving. From time to time, "mini-courses" in parenting, home maintenance, and other areas are also scheduled.

The center is part of the Armstrong-Indiana (ARIN) Intermediate Unit, one of twenty-nine service components of the Pennsylvania Department of Education. J. C. Young has been director of the center since January, 1979. Other administrative staff members include Susan K. Allan, counselor; Karen P. Gresh, publicity coordinator; and Sherree C. Wilson, secretary. In conjunction with IUP's student intern program, a public relations intern is also assigned to the center.

Outreach locations at which classes are conducted include Apollo-Ridge High School, Blairsville Junior High, Freeport Junior High, Rayne Township (Marion Center area), Saltsburg High, and United High. On-site classes are also held at Eastern Orthodox Foundation, Indiana County Community Action Program, Indiana County Jail, and Indiana County Workshop.

# SAMPLE LINKAGE AGREEMENT

This agreement shall exist between:

(Agency 1)

and

(Agency 2)

This agreement shall exist for the following purpose:

(Referrals, workshops, etc., including dates and times)

(Agency 1) will provide:

(Agency 2) will provide:

_____ _____

Director, (Agency 1) Director, (Agency 2)

Date _____ Date _____

**INDIANA ANALYTICAL LABORATORIES, INC.**

*Consulting, Exploration & Analysis of Energy & Natural Resources*

April 24, 1981

Mr. Jay C. Young, Director
ARIN Adult Learning Center
120 North Fifth Street
Indiana, PA 15701

Dear Jay:

I would like to take this opportunity to review the status of the pilot onsite basic education mathematics class that is to begin here at Indiana Laboratories. Presently, due to the United Mine Worker's strike, we have been forced to layoff several of the employees and reduce the hours for nearly everyone else. This has caused us to delay the onset of the math class, originally scheduled to begin in April. To date, most of the employees with which I have spoken to about the program seem to be looking forward to it. Some have indicated that they feel this will give them an opportunity to review basic skills, while others see it as an opportunity to gain additional skills. A pre-test, prepared by Ms. Cribbs, was recently given to everyone. This is to be used to evaluate the level of understanding and the areas which will need emphasis. We have planned for two (2) classes per week, so as to accommodate those working the daylight and evening shifts. Each class will be tailored to the level of understanding and our specific needs.

Perhaps one of the major problems that a small business such as ours has, is that there is not enough time to spend with each employee reviewing all the basic skills necessary for them in their job(s). These are usually skills you take for granted, and ones which a supervisor will often assume that an employee knows. It is unfortunate, but we have learned that one cannot assume that a person with a high school diploma has an understanding of, as an example, basic mathematics. For us, it is not until an error shows up in reported data that this particular problem will surface. So, it was immediately obvious that the program you were developing would be to our advantage. As part of an employee's training, a program of this nature ensures us that the individual has had an opportunity to review these skills, as well as learn additional ones. I firmly believe that once the business community understands what you can offer them and the advantages there are to them, the program will gain



P.O. Box 87 • Shelocta, Pennsylvania 15774 • (412) 354-3161

wide recognition. Perhaps, informing others of the program will be something that we can do for you.

Finally, I would like to comment on the success of the adult learning center in preparing individuals for their high school equivalency exam. As part of our company policy, we require that all employees have at minimum a high school diploma or be working towards one. Of the individuals I have known who have made use of your facilities, each has spoken highly of the instructors and the positive attitude that previals. I hope in this time of budget cuts and re-evaluation of priorities, that educational programs such as ARIN's Adult Learning Center are not forgotten or considered expendable. The center, we feel, provides a valuable service to the Armstrong-Indiana area. We at Indiana Labs will make a point of expressing these opinions to our legislative representatives.

Thank you for your efforts, and we look forward to working with your group.

Sincerely,

Joseph S. Ferris
Laboratory Director

/ms

cc: Senator Patrick J. Stapleton
Representative Paul Wass

ATTACHMENT N

ICCAP INDIANA COUNTY COMMUNITY ACTION PROGRAM
P. O. BOX 187 • SALTSBURG AVENUE • INDIANA, PA 15701 • 1 — 412 — 465-2657

May 4, 1981

Ms. Karen Gresh
ARIN Adult Learning Center
120 North Fifth Street
Indiana, PA 15701

Dear Ms. Gresh:

As our county-wide Special Effort outreach campaign against hunger gears down, we'd like to especially thank you for the part you have played. It is our hope that community awareness of the problems of the needy will be a key to more readily available community responses. Linking those elderly, disabled, unemployed, and disadvantaged to existing food programs will improve the nutritional status of this target population.

Your cooperation and support is greatly appreciated and the success will be measured in the months to come as much needed assistance is realized by those reached in this step of an on-going effort. Thank you on their behalf.

Sincerely,

Edna "Pokey" Rummel
Community Food and Nutrition
Project Specialist

Eleanor Lyons
Indiana County Food Stamp
Outreach Coordinator

EPR:tlk

COMMUNITY SERVICES ADMINISTRATION

## Linkage/Outreach Contacts--Project BAIL-OUT

Adult Advisement Center, School of Continuing Education, Indiana University of Pennsylvania, Indiana

AmeriGas, Ugite Division, Indiana

ARC Manor, Kittanning

Prevention Unit, Armstrong-Indiana County Drug and Alcohol Commission, Indiana

Blairsville Machine Products Company, Blairsville

Bureau of Employment Security, Department of Labor and Industry, Commonwealth of Pennsylvania, Indiana

Cecil T. Carley Insurance Agency, Homer City

Center for Community Affairs, Indiana University of Pennsylvania, Indiana

Coratomic, Inc., Indiana

Evergreen House (Adelphoi Village), Indiana

Griffith Auto Sales, Home R.D.

Fisher Scientific Company, Indiana

FMC Corporation, Homer City

Greensteel, Inc., Dixonville

Wilfred E. Helwig Insurance Agency, Indiana

Housing Action Coalition, Inc., Indiana

Indiana Analytical Laboratories, Inc., Shelocta

Indiana Area School District, Indiana

Indiana County Area Vocational-Technical School, Indiana

Indiana County Board of Assistance, Indiana

Indiana County Central Labor Council, Indiana

Indiana County Community Action Program, Indiana

Indiana County Guidance Center, Indiana

Indiana County Head Start, Inc., Indiana

Indiana County Probation Department, Indiana

Indiana County Transit Authority, Indiana

Indiana County Workshop, Indiana

Indiana Sportswear Company, Indiana

S. W. Jack Drilling Company, Indiana

Joy Manufacturing Company, Homer City

Kiwanis Club of Indiana, Indiana

Laurel Legal Services, Inc., Indiana

McCreary Tire and Rubber Company, Indiana

McDonald's Community Relations, Indiana

McDonald's Regency Mall, Indiana

McDonald's Wayne Avenue, Indiana

McGill Motors, Inc., Indiana

National Bank of the Commonwealth, Indiana

National Mine Service Company, Indiana

The Open Door Counseling and Crisis Center, Indiana

Parents Anonymous, Indiana

Penn State Cooperative Extension Service, Indiana

Reschini Insurance Agency, Inc., Indiana

Robertshaw Controls Company, Indiana

Rochester and Pittsburgh Coal Company, Indiana

Star Manufacturing Company, Homer City

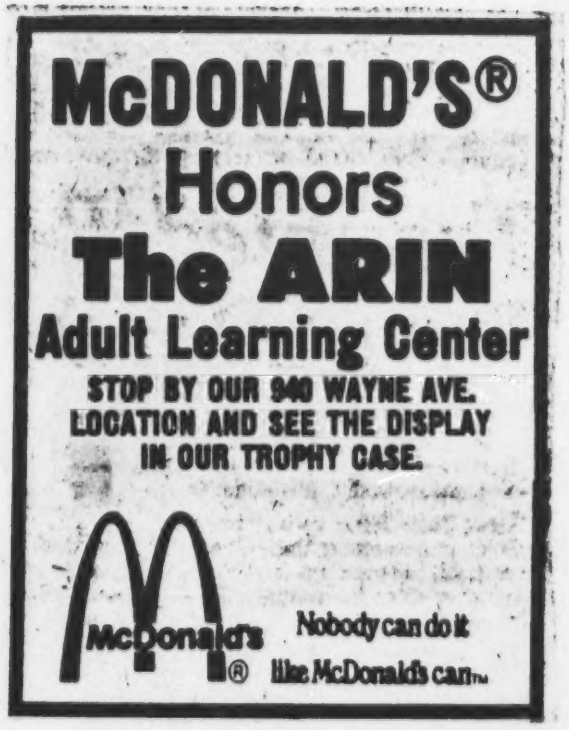
Tri-County Manpower Administration, Indiana

Visiting Nurse Association of Indiana County, Indiana

Welcome Wagon, Indiana

WIC Program of Indiana County, Indiana

Wood Pontiac-Chevrolet, Inc., Plumville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Indiana Evening Gazette, Tuesday, June 16, 1981.

# Service Clubs

## Indiana Kiwanis

Mrs. Karen P. Gresh, publicity coordinator for the ARIN Adult Learning Center, explained the functions of the center to members of the Kiwanis Club of Indiana Monday night during their meeting Monday evening at Rustic Lodge.

The speaker outlined the types of courses offered, stressing that the center's program provide opportunities for people to change their lives, and then answered questions from members of the audience.

Mrs. Gresh was introduced by Kiwanian James Stacy on behalf of the Ways and Means Committee.

Herb Pine introduced an interclub from the Altoona Kiwanis Club, including former Indianian Ellwood Carlson.

Sympathy was expressed by Indiana Kiwanis President Chester Rudy for the passing of Kiwanian Don Marsh's father.

Birthday greetings were sung for James Turney and Bill Spurlin.

Singing was conducted by Sherman Good with Mrs. Carolyn Holstein at the piano.